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ABSTRACT

This module on student organizations is one of a set of seven on vocational students and is part of a larger series of thirty-four modules constituting a core curriculum intended for use in the professional preparation of vocational educators in the areas of agricultural, business, home economics, and industrial education. Following the module objective and overview and a bibliography of suggested resource materials (readings) for the entire module, five lessons are presented: (1) importance of student organizations; (2) organization of student organizations; (3) how to organize and develop student organizations; (4) how to develop a program of activities for student organizations; and (5) chapter public relations. Each lesson contains the objective, overview, a list of suggested learning activities, and a list of suggested resources (readings). Concluding the module is a pre/posttest and an answer key. (The modules have been field tested in various educational settings, including bachelor and masters degree programs, and are considered adaptable to many instructional styles and student entry levels. CE 018 935-937 contain working papers and other materials used in the development of the module series.) (JH)

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Common Core Curriculum
for Vocational Education

C-7

STUDENT ORGANIZATIONS

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Category C:

VOCATIONAL STUDENTS

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1978

U.S. DEPARTMENT OF HEALTH,
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NATIONAL INSTITUTE OF
EDUCATION

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CE 018 951

ABOUT THIS MODULAR CURRICULUM

This module is one of a series of 24 modules intended for use in the professional preparation of vocational educators in the vocational education service areas of agricultural, business, home economics, and industrial education. The curriculum can be adapted to various styles of instruction and to various entry-levels of students.

It is recommended that an instructor planning to use these modules review each category to determine if any modification is needed in the objectives and suggested activities so that they conform with local institutional policies and/or vocational education programs. It is also suggested that resources and activities be identified for the specific entry-level of the student to be served.

The activities listed are suggested. The use of any other activity or reading reference which the instructor believes would help to accomplish the objectives of that lesson is encouraged. The choice of the teacher to use the entire module, either through group reports or individualized assignment, will be related to individual student competency requirements.

Since many modules strongly recommend the use of local administrative personnel and community rsources, it is suggested that all site visitations and requests for assistance in the community be coordinated by or cleared through the instructor. The instructor may wish to distribute these tasks among the student group and across the community with the class report system being used to disseminate the information gathered.

These modules have been field tested in various settings. They have been used with students working toward a bachelor's or master's degree and with students seeking the designated subjects credential in Californica. Some modules were tested through student independent study, others as part of total class assignment, and still others as an alternate activity. Workshop participants examined the materials in terms of content, activities, and resources. The adaptability of this curriculum is one of its strengths.

The materials could not have been completed without the participation and contribution of many individuals. Chief among these persons were the module writers, workshop participants, field-test instructor, and students. Conference presentors and evaluators also contributed to this project. Proceedings of the workshop are available upon request.

If we can provide you with information or help in using this curriculum, please feel free to contact us.

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COMMON CORE CURRICULUM

FOR

VOCATIONAL EDUCATION

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STUDENT ORGANIZATIONS

Module Objective

Upon the satisfactory completion of the lessons in this module, the student preparing to become a teacher of vocational education subjects will be able to:

(1) Plan programs for vocational student organizations which will provide opportunities for a high school student to become a contributing member to his/her family and community.

Module Overview

The Future Homemakers of America-Home Economics Related Occupations Chapters, the Future Business Leaders of America, Distributive Education Clubs of America, Vocational Industrial Clubs of America, and the Future Farmers of America represent the major youth groups in vocational education in the United States. The prospective teacher in vocational education will discover that the FHA-HERO, FBLA, DECA, VICA, and FFA organizational material is an integral part of the educational system. The activities of these vocational student organizations require a combination of classroom instruction, laboratory activities, community contacts, and in certain instances, supervised occupational experience programs. The close correlation between instruction, activity, and supervised experience programs makes these organizations vocational.

The vocational youth organizations provide students with an opportunity to be a part of something, to gain confidence and leadership ability in an atmosphere where individual growth is fostered and working together is encouraged.

This module will give you an overview of all the vocational youth organizations and has been divided into five lessons:

(1) Importance of Student Organizations

(2) Organization of Student Organizations

(3) How to Organize and Develop Student Organizations

(4) How to Develop a Program of Activities for Student Organizations

(5) Chapter Public Relations

Resource Materials for Completing the Activities in this Module

"America's Turned On Youth." "F.F.A. Moves Off The Farm." "F.H.A. Wants a Piece of the Action." "DECA Is For Self-Help and Leadership." "VICA - Heart of T & I Education." "FBLA - Builds Business Leadership." "Vocational Youth Organizations: Fact Sheet." American Vocational Journal. September, 1971.

"Are Vocational Programs Meeting Student Needs? Youth Express Views." American Vocational Journal. February, 1974, 24.

California Five-Year State Plan for Vocational Education: A Planning Process. Sacramento: California State Department of Education, 1977.

Eggland, Steven. "How to Make the Student Group Truly Co-Curricular." American Vocational Journal. April, 1974, 52-58.

Evans, Rupert N. Foundations of Vocational Education. Columbus, Ohio: Charles E. Merrill, 1971.

Grisham, Donne. "Youth Organizations Can Help." American Vocational Journal. November, 1972, 121-124.

Kupsinel, Penelope and Vera G. Channels. Home Economics Careers. Danville, Illinois: The Interstate Printers and Publishers, 1974.

Phipps, Lloyd J. Handbook on Agricultural Education in Public Schools. (3rd ed.). Danville, Illinois: The Interstate Printers and Publishers, 1972.

Sutherland, Sidney. When You Preside. (4th ed.). Danville, Illinois: The Interstate Printers and Publishers, 1969.

"USOE Policy Encourages Growth of Vocational Youth Organizations." American Vocational Journal. April, 1970, 86.

"USOE Recognizes Importance of Youth Organization Goals." American Vocational Journal. January, 1975, 111.

Current resources available from:

Bureau of Agricultural Education, California State Department of Education, 721 Capitol Mall, Sacramento, CA 95814

Bureau of Business Education, California State Department of Education, 721 Capitol Mall, Sacramento, CA 95814

Bureau of Homemaking Education, California State Department of Education, 721 Capitol Mall, Sacramento, CA 95814

Bureau of Industrial Education, California State Department of Education, 721 Capitol Mall, Sacramento, CA 95814

Distributive Educational Clubs of America, 200 Park Avenue, Falls Church, Virginia 22046

Future Business Leaders of America, Dulles International Airport, P. O. Box 17417, Washington, D. C. 20041

Future Homemakers of America, 2010 Massachusetts Avenue N. W., Washington, D. C. 20041

National FFA Supply Service, P. O. Box 15169, Alexandria, Virginia 22309

Vocational Industrial Clubs of America, 105 N. Virginia Avenue, Falls Church, Virginia 20046

STUDENT ORGANIZATIONS

Lesson One: Importance of Student Organizations

Objective

Upon the satisfactory completion of the activities in this lesson, the student preparing to become a vocational teacher will be able to (1) identify the major aims and purposes of the various vocational youth organizations and (2) prepare vocational information on youth organizations as an integral part of the vocational program.

Overview

The major purposes of organizing youth groups are the development of leadership, citizenship, character, cooperation; the preparation of the student for the proper use of leisure time; strengthening of bonds within the family; fostering of patriotism; undertaking the improvement of homemaking, agriculture, business and industry.

Suggested Activities

(1) Read pages 38-39, Foundations of Vocational Education, Rupert N. Evans, and state whether you are in agreement or disagreement with the author's point of view. Explain.

(2) List at least ten benefits to be derived from belonging to a vocational youth organization as explained by a panel of officers representing the various vocational organizations.

(3) View and analyze slide films, strip film or a 16 mm film showing how each of the vocational student organizations can develop leadership qualities through selected activities. (Films for each vocational organization are available through State Advisors, State Department of Education, California State Department of Education, 721 Capitol Mall, Sacramento, CA 95814.)

(4) Prepare a chart showing aims and purposes for the youth organization of your choice.

(5) Prepare an introductory outline for your vocational area and indicate how you would make information about the student organization an integral part of the curriculum.

Suggested Resources

Eggland, Steven. "How to Make the Student Group Truly Co-Curricular." American Vocational Journal. April, 1974, 51-58.

Evans, Rupert N. Foundations of Vocational Education. Columbus, Ohio: Charles E. Merrill, 1971.

Grisham, Donne. "Youth Organizations Can Help." American Vocational Journal. November, 1972, 121-124.

"USOE Policy Encourages Growth of Vocational Youth Organizations." American Vocational Journal. April, 1970, 86.

"USOE Recognizes Importance of Youth Organization Goals." American Vocational Journal. January, 1975, 111.

Current materials are available from Bureau of Agricultural Education, Bureau of Business Education, Bureau of Homemaking Education, Bureau of Industrial Education; Sacramento: Vocational Education, California State Department of Education.

Upon successful completion of assigned activities, proceed to Lesson 2.

STUDENT ORGANIZATIONS

Lesson Two: Organization of Student Organizations

Objective

Upon satisfactory completion of the activities in this lesson, the student preparing to become a vocational teacher will be able to (1) identify in writing the operating procedures for each of the state vocational youth organizations; (2) list the procedures for the selection of national, state, and local officers; and (3) present orally the practices used in establishing dues.

Overview

After an individual has identified sources concerning each of the vocational student groups, understands the procedures for selection of national, state, and local officers and how delegates are selected by state associations to take part in national conventions, steps can then be taken to assign each prospective vocational student teacher to a high school where practical experience in working with chapter officers and members can be obtained. This will require a coordinated effort between the instructional staff in vocational teacher education and the coordinator of secondary teacher education in the School of Education.

Suggested Activities

(1) For background information and group discussion, read a current national or state handbook or manual for each of the state vocational youth organizations.

(2) Visit a selected high school to obtain information in your vocational area of interest about chapter charters, selecting of officers, establishing dues, and selecting delegates to attend state and national meetings. Interview the chapter president to find out how officers are selected. Attend one chapter meeting. Submit a report of your school visit, including a complete log of your activities.

Suggested Resources

California Chapter of FBLA Handbook. Sacramento: Bureau of Business Education, Calfornia State Department of Education.

The DECA Handbook and High School Competitive Event Supplement. Falls Church, Virginia: Distributive Educational Clubs of America.

The 1975 Official Manual-Future Farmers of America. Alexandria, Virginia: National FFA Supply Service.

Future Farmers of America Advisor's Handbook. Alexandria, Virginia: National FFA Supply Service.

Basics of Organizing an FHA Chapter, HERO Chapter. Washington, D.C.: Future Homemakers of America.

Chapter Guide FHA-HERO. Washington, D. C.: Future Homemakers of America.

Competitive Recognition Event Guide. Sacramento: California Association FHA-HERO.

Upon successful completion of assigned activities, proceed to Lesson 3.

STUDENT ORGANIZATIONS

Lesson Three: How to Organize and Develop Student Organizations

Objective

Upon satisfactory completion of this lesson, the student preparing to become a teacher of vocational education subjects will be able to (1) conduct a training program for officers in vocational youth groups; (2) prepare an agenda for a chapter meeting; (3) conduct a chapter meeting using correct parliamentary procedure; and (4) list five ways to operate a local chapter.

Overview

The successful development of programs in vocational education is dependent upon the teacher's knowledge of vocational student groups and his/her ability to organize and maintain an effective FBLA, VICA, DECA, FHA-HERO, or FFA chapter. The student organization serves as the primary tool for the development of good public relations between the school and the community, the department and administration. The advisor for the vocational club must be fully informed of the importance of leadership training and possess the proper knowledge as to the ways and means of getting vocational students involved in youth group activities.

Suggested Activities

(1) For background information read:

A Guide to Parliamentary Practices, Melvin Henderson and Robert Rucker, 3-27.

When You Preside, by S. Sutherland, "Kinds of Meetings and Where to Use Them," 79-86.

Handbook on Agricultural Education in Public Schools, Lloyd J. Phipps, "How to Organize and Develop FFA Chapters," Chapter 19.

(2) Prepare a lesson plan on how to organize a local vocational chapter for one of the state sponsored vocational youth organizations.

(3) Prepare a table summarizing various kinds of motions, indicating object and effect:

a. To lay on the table
b. To call for the previous question
c. To limit or extend time for debate
d. To postpone definitely
e. To commit or refer
f. To amend
g. To postpone indefinitely
h. Incidental motions.

(4) Working with a selected local vocational youth organization, assist in and devote a minimum of four hours to the proper use of parliamentary procedure.

(5) Submit a plan for a one-day training seminar for officers of a vocational student organization in your vocational area.

Suggested Resources

Henderson, Melvin and Robert Rucker. A Guide to Parliamentary Practices. 3-27.

Sutherland, Sidney. When You Preside. (4th ed.). Danville, Illinois: The Interstate Printers and Publishers, 1969.

Current resources available from:

Bureau of Agricultural Education, California State Department of Education, 721 Capitol Mall, Sacramento, CA 95814

Bureau of Business Education, California State Department of Education, 721 Capitol Mall, Sacramento, CA 95814

Bureau of Homemaking Education, California State Department of Education, 721 Capitol Mall, Sacramento, CA 95814

Bureau of Industrial Education, California State Department of Education, 721 Capitol Mall, Sacramento, CA 95814

Distributive Educational Clubs of America, 200 Park Avenue, Falls Church, Virginia 22046

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Future Homemakers of America, 2010 Massachusetts Avenue N. W., Washington, D. C. 20041

National FFA Supply Service, P. O. Box 15169, Alexandria, Virginia 22309

Vocational Industrial Clubs of America, 105 N. Virginia Avenue, Falls Church, Virginia 20046

Upon successful completion of assigned activities, proceed to Lesson 4.

STUDENT ORGANIZATIONS

Lesson Four: How to Develop a Program of Activities for Student Organizations

Objective

Upon satisfactory completion of the activities in this lesson, the student preparing to become a teacher of vocational education subjects will be able to (1) prepare a program of work; (2) select the basic criteria to be used in establishing worthwhile activities; and (3) suggest five ways to raise money for a chapter.

Overview

A program of work consists of an outline of activities, covering approximately one year, based on the purposes of the organization and the interests, needs and desires of chapter members. A well-developed plan of activities usually results in a worthwhile list of accomplishments.

Suggested Activities

(1) Read:

Action Plan for the Future Homemakers of America- 1969-73 Program of Work.

The 1975 Official Manual, Future Farmers of America, 45-56.

"Chapter Program of Activities," FFA Advisor's Handbook, 85-95.

(2) Contact a high school vocational teacher of your choice to obtain ideas on how to organize a program of work.

(3) Develop a list of activities that could be carried out during the year for selected sections of the program of work. Develop criteria for evaluating the activities listed.

(4) Prepare a set of slides and cassettes suitable for a local promotional activity based on activities of student organization in the vocational area of your choice.

Suggested Resources

Current program of work materials from each vocational education youth organization. Bureau of Agricultural Education; Bureau of Business Education; Bureau of Homemaking Education; Bureau of Industrial Education. Vocational Unit, California State Department of Education, Sacramento, California.

Upon successful completion of assigned activities, proceed to Lesson 5.

STUDENT ORGANIZATIONS

Lesson Five: Chapter Public Relations

Objective

Upon the satisfactory completion of the activities in this lesson, the student preparing to become a vocational teacher will be able to (1) identify the value and importance of membership in vocational youth groups and (2) list at least five ways of establishing a desirable chapter public relations program.

Overview

Public relations plays a very important role in a vocational instructor's program. How well he/she handles this responsibility will determine to a great extent the success of the youth group activities in the school. The fact that student activities are of interest to the media affords the vocational instructor an excellent opportunity to sell the program to administrators, the community, to parents and to members of advisory committees. Visibility will only happen if there is a communications plan that includes key administrators and community news media.

Suggested Activities

(1) Using all four national and state handbooks for youth organizations read chapters and section dealing with public relations.

(2) Prepare a newspaper article for at least one of the four following activities:

a. Outstanding member of the month
b. Biography of chapter advisor using yourself as the advisor
c. How student organization relates to instruction
d. Attendance of a chapter member at a convention; use your vocational youth group as an example.

(3) Select a local youth organization and assist chapter officers and committees in writing news articles for the school newspaper, the local weekly or daily newspaper, the radio or TV stations, and/or for state or national magazines.

(4) Prepare a form "thank you" letter that could be used for community people that have rendered a valuable service to your program.

(5) Make a list of state and national achievement awards for your vocational student group that would be considered good material for either radio, TV, newspapers, or magazines.

(6) Develop a bulletin board display that will be informative and help to recruit members for your vocational club or chapter.

Suggested Resources

California Chapter of FBLA Handbook. Sacramento: Bureau of Business Education, California State Department of Education.

The DECA Handbook and High School Competitive Event Supplement. Falls Church, Virginia: Distributive Educational Clubs of America.

The 1975 Official Manual-Future Farmers of America. Alexandria, Virginia: National FFA Supply Service.

Future Farmers of America Advisor's Handbook. Alexandria, Virginia: National FFA Supply Service.

Basics of Organizing an FHA Chapter, HERO Chapter. Washington, D. C.: Future Homemakers of America.

Upon completion of the assigned activities in this module, you should be ready to take the Module Posttest. See your instructor for directions and measurement criteria.

STUDENT ORGANIZATIONS

MODULE PRE/POSTTEST

Student_____

Instructor_____

Date_____

Student: This pre/posttest is designed to assess your knowledge of student organizations. Since this module is an individualized and competency-based learning device, you will need to study only those lessons that are presented on the basis of your response to this test.

1. A vocational student group is interested in forming a local chapter and obtaining a charter. What is your role as an advisor?

2. List five purposes for organizing a vocational youth group chapter.

   a.

   b.

   c.

   d.

   e.

3. How are national officers for each of the vocational youth groups selected?

Pre/posttest (continued)

4. When there is more than one instructor in a department, on what basis is the advisor for a vocational student group selected?

5. List five steps that are essential in preparing for a vocational chapter meeting.

   a.

   b.

   c.

   d.

   e.

6. What is your interpretation of an organization's program of work and what function would it serve?

7. List five components of an effective chapter public relations program.

   a.

   b.

   c.

   d.

   e.

8. Describe at least five ways in which student organizations can develop leadership.

   a.

   b.

   c.

   d.

   e.

Pre/posttest (continued)

9. Describe three ways youth organizations can become involved in community activities.

   a.

   b.

   c.

10. As future leaders in the community, it is important for students and teachers to be aware of the many societal problems that require action programs of various kinds. Identify three kinds of societal problems and identify a project that could be a means of working toward solutions of the problem.

    a.

    b.

    c.

Return this test to your instructor.

STUDENT ORGANIZATIONS

ANSWER KEY
MODULE PRE/POSTTEST

Instructor:	Do not reproduce this page in students' booklets. You must retain it for grading and prescriptive purposes. Answers will vary with individuals. A preferred response might be similar to the answer presented.

1. (L1) Charters or chapter certificates are usually obtained for any vocational youth group by organizing a local chapter in accordance with the by-laws of the state association. The local chapter shall meet, organize, and adopt a constitution not in conflict with the state and national constitutions, elect officers similar in number to the state officers, set up a program of work, and then apply to the state advisor for membership in the state association.

2. (L2)
   a. To develop leadership
   b. To develop character, train for useful citizenship, and foster patriotism
   c. To participate in cooperative effort
   d. To strengthen confidence in the individual's ability through organized activities
   e. To improve relationships with and appreciate family more and to get along with others.

3. (L2) National officers are elected by state delegates attending each of the national conventions. Screening committees are frequently established to assure the organizations of having outstanding leaders.

4. (L3) Where there is more than one instructor in a vocational department, the person who serves as advisor to youth organizations is dependent on local school policy.

5. (L3)
   a. Have an executive committee (officers) meeting prior to regular meeting to establish the agenda
   b. Advertise the meeting well in advance of scheduled date
   c. Be sure your meeting room is well-lighted, comfortable, and adequate for numbers expected. Have necessary equipment available.
   d. Provide for some entertainment
   e. Provide for recreation and refreshments after a business meeting.

Pre/posttest Answer Key (continued)

6. (L4) The primary purpose of a chapter program of work is to serve as a road map for chapter operations during the year. It helps to guide the local chapter in a common direction.

7. (L4)
a. Creating a proper image
b. Submitting articles and pictures regularly to school paper, local newspaper, weeklies, and supplements
c. Establishing a chapter newsletter
d. Using bulletin boards within the classroom to communicate new projects or media results to members
e. Getting acquainted with the business people in your community and involving them directly in your program.

8. (L4)
a. Have all members of the chapter serve on a "Program of Work" committee. Have chapter members put on some of the programs.
b. Conduct a leadership training program for all members of the chapter.
c. Encourage all members to take part in an organized community development project.
d. Conduct a chapter public speaking contest and encourage all members to participate.
e. Organize a parliamentary procedure contest and involve all members in the activity.

9. (L5)
a. Participate in local community action programs such as ecology, poverty, or political issues.
b. Develop a city beautification program for civic centers, parks, and recreation areas.
c. Support community reform programs.
d. Conduct programs for service clubs such as Rotary, Lions, Kiwanis, and Farm Bureau, Grange or PTA groups.
e. Sponsor a trade fair about your job program making various displays about what you do on the job.
f. Conduct annual banquet and recognize key leaders in the community that have provided special services for your vocational chapter.

10. (L5)
a. Identify local agencies that are either community, state or federally funded to assist low income families, senior citizens, minorities, handicapped or people with other societal problems; list addresses and phone numbers for future reference.

Projects might include the following: A food drive to assist needy families; a community survey to determine ethnic composition, percentage of minorities employed in five designated industries; and a motor pool to transport senior cititzens to voting centers at election time.

MODULES -- COMMON CORE CURRICULUM FOR VOCATIONAL EDUCATION

Category A: Introduction to Vocational Education

- A-1 History, Philosophy, and Trends in Vocational Education
- A-2 Scope, Function, and Organization in Vocational Education
- A-3 Vocational Legislation
- A-4 Assessing the Job Market and Employment Trends

Category B: Cooperative Relationship

- B-1 Rationale for Cooperative Relationships
- B-2 Advisory Councils
- B-3 Cooperative and Work Experience Programs

Caregory C: Vocational Students

- C-1 Promoting Vocational Education and Recruiting Eligible Students for Vocational Education
- C-2 Assessing Students' Personal Characteristics
- C-3 Guidance and Counseling
- C-4 Assisting Students with Special Needs in Vocational Education Program
- C-5 Assessing the Needs of the Disadvantaged Student
- C-6 Developing Student Leadership Qualities in Vocational Education Programs
- C-7 Student Organizations

Category D: Administration and Supervision

- D-1 Fiscal Management of a Vocational Education Program
- D-2 Writing a Vocational Education Project/Budget
- D-3 Record Keeping in Vocational Programs
- D-4 Conference Leadership
- D-5 Selection, Supervision, and Evaluation of Personnel
- D-6 School Law and Its Relationship to Vocational Education
- D-7 Staff Development
- D-8 Implementation of Change

Category E: Curriculum Design in Vocational Education

- E-1 Developing a Curriculum Design in Vocational Education
- E-2 Applying Learning Theory to Vocational Education
- E-3 Instructional Strategies

Category F: Stages and Structure of Curriculum Development

- F-1 Theories in Curriculum Development
- F-2 Building a Curriculum for Vocational Education
- F-3 Applying Curriculum Specifics to Vocational Education
- F-4 Safety

Category G: Evaluation and Research

- G-1 Evaluation Models
- G-2 Evaluation Procedures for Local Programs
- G-3 Introduction to Research Procedures in Vocational Education
- G-4 Research Design in Vocational Education
- G-5 Development of a Research Proposal in Vocational Education